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ABSTRACT

Presented is the annual report (1972-73) of a Paterson, New Jersey, urban early childhood education project for culturally disadvantaged children from pre-kindergarten through grade 3. Noted is recognition of the porgram by the U.S. Office of Education as successful, cost effective, innovative, and exportable. Background information provided includes achievements and statistical results of the previous 2 years. Explained is the evaluation of 90 project children (randomly selected from each grade level) whose performance was compared with control groups of disadvantaged or advantaged children not in the program. Described is the testing program which used the Peabody Picture Vocabulary Test (for all children); the record of performance objectives, the Stanford Achievement Test, and the Child Behavior Rating Scale (for the first, second, and third level children); and the staff developed Skill Assessment Test and Identity and Body Parts Checklist (for pre-kindergarten and kindergarten children). Noted are procedural aspects such as provision of test feedback and inservice training to teachers of experimental groups. Test data are reported to indicate that experimental groups made significant gains in IQ (though they did not reach levels of advantaged controls, that experimental groups reached and maintained IQs at the norm level, that first and second level experimental children performed at grade level in reading and math, and that behaviors of first and second level experimental groups were at national norms. Appended are tables detailing pretest and posttest scores of experimental and control groups. (DB)

ED 089505

DALE AVENUE SCHOOL

PATERSON, NEW JERSEY

TITLE III PROJECT ANNUAL REPORT
1972-73

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A TITLE III E.S.E.A. PROJECT

PATERSON BOARD OF EDUCATION

RESEARCH BULLETIN VOLUME III NO. 3

July, 1973

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TABLE OF CONTENTS

	Page
Certificate of Merit awarded at Ed Fair '73	1
Introduction	2
Dale Avenue School Personnel	3
Paterson Board of Education and Commissioners	5
Title III Staff and Consultant Staff	6
Title III Parent Advisory Committee	7
Background (First and Second Years)	8
Methods (Third Year)	9
Subjects	9
Personnel	12
Testing Program	12
Procedure	16
Results and Analysis	21
Results of First Part of Testing Program	21
Results of Second Part of Testing Program	22
Results of Third Part of Testing Program	23
Discussion and Summary	24
Charts of Results of Three Years of P.P.V.T. scores	26
Appendix A - Tables	28
Appendix B - Letter and Award	48
Title III Community Advisory Committee	51

CERTIFICATE OF MERIT

Presented to

The Early Childhood Education Project, New Jersey

in recognition of outstanding service in the field of Education. The Project was developed, at least in part, with funds provided by the Education Division of the Department of Health, Education, and Welfare. From among the many submitted for validation and exhibition at ED Fair '73, it was chosen as an exemplary practice, worthy of being exhibited to those attending the Fair and offered by the Education Division to other State and Local school officials for possible use or adaptation in their systems. On behalf of the Department, I am pleased to bestow this Special Recognition on the Staff of the project and on its participants.

Sidney P. Marland, Jr.
Assistant Secretary for Education

May 10, 1973

The Title III Dale Avenue Urban Early Childhood Education Project completed its third year at the end of July 1973. The results were extremely gratifying.

In 1973 the project was validated jointly by the United States Office of Education and the New Jersey State Department of Education as successful, cost effective, innovative and exportable.

The project was one of twenty-five throughout the country selected to be honored and to give a presentation at the Ed Fair in Washington D. C. in May, 1973.

The Title III staff would like to thank all of the parents, classroom teachers, administrators, specialists, paraprofessionals and custodial and clerical staff for their many contributions to the well being and the growth of the project children.

DALE AVENUE SCHOOL PERSONNEL

Principal

Mr. Joseph A. Di Gangi

Pre-Kindergarten Director

Mrs. Harriet Gibbs Russell

Social Work Coordinator

Mr. Reginald T. Brown

Pre-Kindergarten Teachers

Miss Patricia Avitable
Mrs. Carolyn Federici
Miss Cynthia Greene
Mrs. Hattie Little
Mrs. Ruth Sosa

Kindergarten Teachers

Mrs. Harriet Browner
Mrs. Shirley Katz
Miss Mary B. Steele

First Level Teachers

Mrs. Murleen M. Blair
Mrs. Beverly E. Brown
Mrs. Betty W. Hardy
Mrs. Geraldine V. Russo
Mrs. Lavinia Yarborough

Second Level Teachers

Mrs. Louvenia Conyers
Miss Nancy Corbo
Mrs. Frances J. Juchniewicz
Mr. William C. Kelly
Mrs. Florence H. Munoz

Third Level Teachers

Mrs. Helen W. Bassett
Mrs. Evelyn Notkin
Mr. Joseph L. Swann
Mr. John S. Tomasi
Miss Goldie Weiner

Specialists

Mrs. Angela A. Del Prete,
Home Economics

Miss Susan Drabkin,
Physical Education

Mrs. Josephine Hintzen,
Librarian

Mr. Arnold Leeds,
Music

Mrs. Rose L. Levitt,
Speech

Mrs. Marie M. O'Mara,
Psychologist

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Fine Art

Dissemination Director

Mr. Robert MacNeal

Dissemination Specialist

Mr. John R. Panosh

Media Specialist

Mr. John R. Canonico, Jr.

Nurse

Mrs. Clare C. Donnelly

DALE AVENUE SCHOOL PERSONNEL (con'd)

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Mrs. Inez Salazar

Dentist

Dr. L. Tamoroglia

Doctor

Dr. Maurice A. Shinefield

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Mr. Harry N. Kinderman
Mrs. Maria Saavedra
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DALE AVENUE

URBAN EARLY CHILDHOOD EDUCATION PROJECT

1972-1973

I. Background

A. Responsibilities During First and Second Year of the Project.

The responsibilities of the Title III Staff at Dale Avenue School outlined in the initial proposal and continuation grant were as follows:

1. To define the needs of urban students in Pre-Kindergarten through third grade.

2. To define curriculum needs based on an assessment of students' physical, sociological, psychological and educational needs.

3. To produce a more effective curriculum which would provide varying rates of progress for a variety of students.

4. To train staff in the use of materials, curriculum development, research and evaluation capabilities, teaching techniques and classification of student needs.

5. To improve the academic performance and capabilities of students from disadvantaged urban environments.

6. To produce an assessment system that supports student programming, practical research studies and project evaluation.

7. To involve parents in the activities of the children and the school.

8. To establish a program for dissemination of information to the community, parents and educators.

9. To expand supplementary services (medical and educational) in the areas of hearing and speech, social and psychological services.

10. To raise mean I.Q. of project children to the national norm by the end of Kindergarten and to maintain this gain through the three years of the project.

All of the ten responsibilities were carried out and reported on in Research Bulletins Volume I, Numbers 1, 2, 3 and 4 and Volume II, Numbers 1, 2, 3 and 4.

B. First and Second Year Statistical Results

The 1970-1971 test data indicated that the Dale Avenue Pre-Kindergarten and Kindergarten children showed significant gains on project testing far exceeding that of the disadvantaged control groups.

The 1971-1972 test data indicated that the project children who were now in Kindergarten made additional gains which brought them up to the national norm in I.Q. The children who had completed first grade maintained the previous gains that they had made and were still at the national norm in I.Q.

II. Method (Third Year 1972-73 In-Depth Testing)

A. Subjects

1. Dale Avenue Experimental Group

a. First Level

Thirty children were randomly selected from the one hundred and nine first level children at Dale Avenue School, which is a Title I School. The children were in five classes ranging in size from twenty to twenty-three. There were one hundred and sixteen children in the kindergarten in 1971-72. Seven children left the program because they moved out of town. Fifty-five percent are boys and forty-five percent are girls. Sixty-two percent of the children are Black, twenty-one percent are Spanish, 17% are White and one percent is Oriental.

b. Second Level

Thirty children were randomly selected from the one hundred and two second level children at Dale Avenue School. The children were in five classes ranging in size from nineteen to twenty-two. There were one hundred and fourteen first level children in 1971-72. Twelve children in this group left the program because they moved out of town. Fifty-one percent are boys and forty-nine percent are girls. Sixty percent of the children are Black, sixteen percent are Spanish and twenty-three percent are White.

c. Third Level

Thirty children were randomly selected from the ninety-one third level children at Dale Avenue School. The children were in five classes ranging in size from sixteen to nineteen. Forty-eight percent are boys and fifty-two percent are girls. Sixty-seven percent are Black, fifteen percent are Spanish and eighteen percent are White. Unlike the children in first and second level who had been using the project curriculum since its inception, these children, who had had previous Pre-School and had been in Dale Avenue from Kindergarten through Third Level had only begun to use Performance Objectives during the latter part of their second level school year. Included in this group were seven children who had been in the 1971-72 "Mini-Group" (see Research Bulletin, Volume II, #4) and had been retained in the Third Level in 1972-73 because they were developmentally so far below their chronological age.

This third level group entered Kindergarten in Dale Avenue in 1969-70 the year before the project began. During the first year of the project while they were in first grade, only the Pre-Kindergarten and Kindergarten were involved in the needs assessment, curriculum development, teacher training and pupil testing program. During the second year of the project only Pre-Kindergarten, Kindergarten and First Level children were tested.

Consequently the curriculum from Pre-Kindergarten through third grade has been very different for this population than for the first through second level children although their other experiences in Dale Avenue (physical facilities, teacher, ratio, specialist programs in Speech, Music, Art, Physical Education, Home Economics, Health, Social and Psychological Services and lunch program) have been similar.

2. Disadvantaged Control Groups - (See Research Bulletin Volume II, #4 for definition of term "disadvantaged".)

a. First Level

Thirty first grade children were randomly selected from two Title I schools in Paterson, fifteen from one school and fifteen from another. Performance Objectives are not part of the curriculum.

Control group children were selected from these two schools because one was populated basically by Black children. The other had Black, Spanish and some White. There was no Title I school in Paterson where the ethnic breakdown of Black, White and Spanish was similar to Dale Avenue. Dale Avenue is representative of the Paterson School population as the children are bussed in. The schools which are predominantly White are not Title I Schools.

Fifty percent are boys and fifty percent are girls. Seventy-six percent are Black and twenty-four percent are Spanish.

b. Disadvantaged Second Level Control Group

Thirty disadvantaged second grade children were randomly selected from the same Title I schools as the first grade children. Forty-seven percent are boys and fifty-three percent are girls. Ninety-three percent are Black and seven percent are Spanish.

c. Disadvantaged Third Level Control Group

Thirty disadvantaged third grade children were randomly selected from the same Title I schools as the first and second grade children. Fifty percent are boys and fifty percent are girls. Seventy-three percent are Black, seventeen percent are Spanish and ten percent are White.

3. Advantaged Control Groups - (See Research Bulletin, Volume II, #4 for definition of term "advantaged".)

a. Advantaged First Level Control Group

The First Grade Advantaged Control Group was made up of two parts. One group of fifteen children was selected by a principal in a non-Title I school in Paterson. This group is designated Advantaged #1. The other group of fifteen children came from an affluent New Jersey suburban community. Neither of these groups had an aide nor did they use the performance objective curriculum. Seventy-three percent of the suburban advantaged group are girls and twenty-seven percent are boys. All of the children are White. Fifty-one percent of the Paterson

advantaged group are girls and forty-nine percent are boys. Fifty-one percent are Black, forty-nine percent are White.

b. Advantaged Second Level Control Group

This group was also made up of two parts in the same way that the advantaged first grade was. Twenty-seven percent of the suburban group are boys and seventy-three percent are girls. All the children are White. Sixty-seven percent of the Paterson advantaged group are boys and thirty-three percent are girls. Seventy-three percent are Black and twenty percent are White, seven percent are Spanish.

c. Advantaged Third Level Control Group

This group was also made up of two parts in the same way that the advantaged first and second grades were. Twenty-five percent of the suburban group are boys and seventy-five percent are girls. All are White. Fifty-one percent of the Paterson group are boys and forty-nine percent are girls. Thirty-three percent are Black, fifty-four percent are White and thirteen percent are Spanish.

B. Personnel

Two Title III tester-supplementary teachers did the majority of the testing. One tester had an M.A. in communication disorders. The other had a B.A. Everything possible was done to insure the validity and objectivity of the testing.

C. Testing Program

The 1972-73 testing program is three-fold. The first part is a comparison of the Dale Avenue first, second and third level experimental groups with the advantaged and disadvantaged control groups and a comparison of the scores of the Dale Avenue experimental group at the end of the three years of the project with their scores when they first entered the program.

The second part of the testing program involves in-depth testing of the Dale Avenue first, second and third level children and the third part involves monitoring of the Pre-Kindergarten and Kindergarten children through random sample testing.

1. First Part of Testing Program - Comparison of Experimental and Control Groups and Comparison of scores of Experimental Groups at beginning and end of program.

   a. The Peabody Picture Vocabulary Test (PPVT)

   The PPVT is an individually administered test of verbal intelligence. It requires no verbal response from the testee and no special training for the tester. It is a good rapport builder and requires approximately fifteen minutes to administer. The test consists of one hundred and fifty plates, each containing four pictures, graduated in terms of item difficulty. The tester presents a stimulus word orally and the subject indicates, usually by pointing, which picture of the four on the particular plate, represents what the tester has said. The Basal Age is established by eight correct responses and the test is continued to a Ceiling Age of six errors in eight consecutive responses. The test and three types of derived scores, mental age, intelligence quotient (I.Q.)and percentile. The test publisher also presents two alternate forms, A and B, which allows for a pre and post testing design.

2. Second Part of Testing Program - In-depth testing of first, second and third level children at Dale Avenue.

   a. Performance Objective Record

   The Pre-Primary - Primary Performance Objectives are a list of skills that are compatible with the developmental sequence of children from four through seven years of age. Besides being used as the basis of the Dale Avenue Curriculum the Performance Objectives are used as a pre and post test. The Performance Objectives test the areas of Listening, Naming, Observing, Speaking, Perceptual Motor Skills, Writing and Motor Skills, Classification, Math, Decoding and Seriation.

   The individual record of performance goes along with each child to his next class. The receiving teacher is then able to ascertain what each child can do and can help him to move along successfully at his own ability level. The rationale for the

inclusion of the aforementioned skill areas can be found in a previous bulletin. (Research Bulletin Volume II, #3).

b. Stanford Achievement Test

The first level children at Dale Avenue School were given the Primary I battery group test for grades 1.2 - 2.5, which tested the areas of word reading, paragraph meaning, vocabulary, spelling, word study skills and arithmetic. The test which takes from 127 to 160 minutes is given by the teacher in five sessions.

The second level children at Dale Avenue School were given the Primary 2 battery (Grades 2.5 - 3.9) group test which tested the areas of word meaning, paragraph meaning, science and social studies concepts, spelling, word study skills, language, arithmetic computation, arithmetic concepts. The test, which takes from 185 to 235 minutes is given by the teacher in seven sessions.

The test yields a grade level total reading and total math score. To be at grade level a child who takes the test in February of first grade would score 1.6 (6th month of the first grade - September would be the first month).

c. The Child Behavior Rating Scale

The rating scale was developed by Russell N. Cassell, Ed. D. and was published by Western Psychological Services, Wilshire Boulevard, Los Angeles, California. It was standardized on two thousand typical pupils and provides a pupil behavior profile in the areas of self adjustment, home adjustment, social adjustment, school adjustment and physical adjustment score. The ratings can be accomplished by the teacher and/or parents. (The Dale Avenue teachers did the ratings under the direction of the Title III Researcher. If a teacher could not answer any question the Parent Co-ordinator called the parent for the answer.) The teacher rating the child reads each item on the scale carefully and then places a check mark in the appropriate place where he believes the particular child belongs for the specific item involved. If the answer for an item is yes, the yes box is checked, if no, the no box is checked. If the answer is somewhere in-between the

yes and no, a check is marked on the four point scale indicating where the item is most true. (Example: Mary is prettier than Lois -

YES		X			NO
1 Pt.	2	3	4	5	6 Pts.

Each box has a weighted value. The yes box gets one point and the no box gets six points. The completed profile besides giving an actual score for each child also indicates whether the score is above average, average or below average.

3. Third Part of Testing Program - Monitoring of Pre-Kindergarten and Kindergarten children on Random Sample Testing.

a. Peabody Picture Vocabulary Test (See C-1a.)

b. Skill Assessment Test (I and II)

The pre-kindergarten Skill Assessment Test I inventories some of the skills which are included on the Performance Objective Record and on the Stanford-Binet Intelligence Scale. Ability to name: circle, square, triangle; to name colors; to rote count; to identify randomly presented numerals; to count objects and to see likes and differences are quickly assessed by this staff-made test. In contrast to the PPVT, the child must verbalize a response.

The Kindergarten Skills Assessment Test II is an extension of Test I. It contains more items than the latter test and some of the items range above expected developmental performance of kindergarten children to allow for finer discrimination at these higher performance levels.

c. Identity and Body Parts Checklist (IBP) I and II

The staff-made IBP was developed because the Title III staff considered knowledge of the self as being essential before a child can sharpen his intelligence. It was also felt that learning all

about who they are and the labels for the parts of their body would help children to have an understanding of their uniqueness and worth. It would also help to increase their standard English and provide rudimentary likenesses and differences. The logical place to start would certainly seem to be with the children themselves.

D. Procedure

1. Pre and Post Test Design

A pre and post test experimental design using a standardized instrument was used to evaluate the performance of the Dale Avenue children for the first part of the testing program. The standardized pre-test was the Peabody Picture Vocabulary Test that was administered when they first entered the program and the post test was administered at the end of the 1972-73 school year. These post-test scores were compared with the scores of the control group children.

A pre and post test experimental design using a locally developed test (Performance Objectives) and a standardized test (Stanford Achievement Test) was used to evaluate the performance of the Dale Avenue children for the second part of the testing program. A standardized Child Behavior Rating Scale was given at the end of the year to see if behavior of the experimental group matched achievement and I.Q. scores.

A pre and post test experimental design using a standardized test (PPVT) and locally developed tests (Skill Assessment Test and Identity and Body Parts Test) were used to evaluate the performance of the Pre-Kindergarten and Kindergarten children. This monitoring device was used to check whether the performance was similar on pre and post testing to previous testing during the first two years of the project.

2. Test Feedback

Experimental kindergarten, first, second and third level teachers were given feedback on the Skill Assessment, Identity and Body Parts, Peabody Picture Vocabulary Test, Stanford and Performance Objective testing. Missed items were listed and teachers were encouraged to give instruction to individual children in the areas

where they exhibited weaknesses. Every Kindergarten through third level child was pre-tested by a member of the Title III staff, a teacher or an aide (See Research Bulletin Volume III, #1) and this information was then placed in the Performance Objective Record Keeping book. (See Research Bulletin Volume III, #1).

3. Teacher Training

In-service training was instituted on three levels: formal workshops held in Dale Avenue School, informal meetings with teachers using Performance Objectives and workshops held by other agencies that Dale Avenue teachers were encouraged to attend and where enrollment was paid for by Title III funds. Formal workshops included Mr. Fred DeFeo, Math Supervisor in Paterson, "Methods and Materials for Teaching Math"; "Individualized Spelling" given by a representative of the Economy Company; Title III Researcher, "Individualized Instruction"; and Title III Project Director, "Overview of the Title III Project". The workshops held on Saturday morning by other agencies and attended by Dale Avenue teachers were Newark State College Worksnop on "Performance Objectives and Reading" and William Paterson College workshop led by Dr. William Glasser entitled "Reality Therapy".

Informal workshops consisted of several orientation and discussion sessions held during the monthly principal's meeting and voluntary meetings with teachers who came to the Title III office with questions or suggestions to be used to teach and test performance objectives.

4. Materials and Resources

Sample materials were ordered by the Title III staff and presented to the teachers upon request for use in working with children with particular language and learning difficulties and to help with individualizing instruction.

A list of the following materials was posted on the bulletin board in the Dale Avenue office and teachers signed for and received materials on a rotating basis:

Early Years Magazine - for first, second and third grade

Russell Perceptual Sorting Program

Play-Art Educational Equipment Company,
Philadelphia, Pennsylvania

Spell Power
Alphabet Flash Cards
Word and Phrase Sentence Builders
Reading Activities Treasure Kit
A.B.C. Game
Rainbow Word Builders
Syllable Flip Cards
Word Blend Cards
Word Suffixes
Word Family Fun
Picture Phonic Cards
Say the Sounds
Uno Phonics Game
Junior Phonics Rummy
New Math Flash Cards
Self Teaching Flash Cards
Addo and Multo Arithmetic Games

Appleton Century Croft , New Century Div.,
New York, New York

Matrix Game
Math Matrix Game

Milton Bradley,
Springfield, Massachusetts

Animal Puzzles
Language Patterns - A self instructional modalities approach
Picture Card Games Set
Math Fact Games
Scene Sequence Cards
Scenes Around Us Story Posters
Gold Language Development Kit

American Guidance Service,
Circle Pines, Minnesota

Peabody Language Development Kits, Levels I, II, and III

Field Educational Publishing Co., Inc.

Target Tapes - auditory-visual discrimination kit
phonetic analysis kit
structural analysis kit

Continental Press,
Elizabethtown, Pennsylvania

Ditto master materials in all curriculum areas,
Pre-Kindergarten through third grade

5. Volunteer Services

In June, 1972 a circular was sent to all administrators and project directors citing new guidelines for volunteer aides in Paterson. The new requirements were: 1) parents who tutor children must have New Jersey teaching certification, 2) They must present proof of experience in working with children, 3) They must present certificates of health including a statement of freedom from communicable disease, 4) It was preferred that those volunteers not working as tutors should be high school graduates, 5) They must present three character references.

Because of these requirements many parents who had volunteered time decided that they didn't or couldn't comply with all the regulations. Consequently, only two parents, Mrs. Elizabeth Otte and Mrs. Carolyn Wright volunteered their services. Mrs. Otte volunteered three hundred and fifteen hours and Mrs. Wright gave sixty-two hours of volunteer time. Twenty-eight undergraduate students and two graduate students from William Paterson College volunteered a total of four hundred and ninety hours in the audiology and speech therapy programs. Members of the Parent Committee met for a two and one half hour meeting every month. Monthly P.T.A. meetings were always very well attended.

6. Reading Program

The forty-five minute reading program involving all teachers, aides and specialists is held at nine o'clock every morning. (See description in Research Bulletin Volume II, #4).

7. Random Sampling

(See description of how random sampling was made in Research Bulletin Volume II, #4).

8. Pre-Kindergarten, Kindergarten Monitoring

Although the main thrust of the testing program involved first through third level children, a random sample of thirty children in Pre-Kindergarten and thirty children in Kindergarten were pre and post tested as a means of monitoring that the performance objective program was being followed.

9. Audiology Program

Two hundred and sixty-eight children referred by the school nurse for failing her screening test were given hearing screening tests in the audiology suite. The children who failed this screening along with other children with known hearing losses were then evaluated and re-evaluated for a total of two-hundred and eight hearing evaluations.

A total of thirty-three otological referrals were made. Eight of the children referred were tested after medical treatment and now have normal hearing and nineteen were found to still have varying degrees of hearing losses. Monitoring audiometry will be recommended for all thirty-three children.

Seventeen members of the staff were screened and seven were given hearing evaluations and were found to have hearing losses. Otological referrals were recommended.

10. Speech Program

A total of one hundred and thirty-eight Dale Avenue pre-kindergarten through third level children received individual or small group therapy with the Dale Avenue Speech Therapist or with one of the twenty-one student therapists from William Paterson College. Articulation, language development and stimulation, auditory training, rhythm training (for stutterers) and voice training were some of the areas of remediation. A weekly afternoon Kindergarten speech improvement program was presented

by the speech therapists. The classroom teachers observed the afternoon lesson and then presented the same session to their morning classes.

11. Specialist Program

(See Research Bulletin Volume II, #4)

III. Results and Analysis

The analysis of the data will be found in the following pages. Below is a glossary of terms for referral.

GLOSSARY

1) PPVT	Peabody Picture Vocabulary Test
2) N	Number of students tested
3) Mean	Average
4) t-statistic	Comparison of gains made to determine if the gains are significant

A. Results of the First Part of the Testing Program

Comparison of Experimental and Control Groups (First through Third, PPVT) and Comparison of scores of Experimental Groups at beginning and end of the three year program.

A significant difference was found between all Dale Avenue groups and all disadvantaged control groups on the PPVT. (Table I). The difference between the first and second grades was more significant than between the third grades.

A t test of significance was done to compare the Peabody scores of the Dale Avenue sample with the combined advantaged control group samples (Table II). The combined advantaged control group was significantly higher at the first level (although Dale Avenue Group was at the national norm in mean I.Q.) and at the third level. However, there was no significant difference at the second level.

A significant gain in mean I.Q. on the PPVT was made by the first, second and third level Dale Avenue children between their time of entrance and post testing in 1973. For all first and second level children the pre-test scores were from Pre-Kindergarten. We had pre-test Pre-Kindergarten

scores only for the third level children in the random sampling who had come from the William Paterson College Campus Pre-Kindergarten. The other entrance scores for the third level children were pre-test scores in Kindergarten. (The entrance scores differ, although not significantly, from those reported on in previous bulletins because these figures represent a random sampling of thirty pupils and previous figures were the mean scores of the entire group)

Although the third level children made significant gain in mean I.Q. on the Peabody it was not as significant a gain as the first and second level children made, nor did it bring them to or very close to the national norm of 100.

B. Results of the Second Part of the Testing Program

Results of in-depth testing of Dale Avenue Experimental children in first, second and third levels on Performance Objectives, Stanford Achievement Test and the Child Behavior Rating Scale.

The mean scores of first, second and third level classes on all performance objective areas as well as the standard deviation are listed in tables IV, V and VI. It can be noted that the second level children did as well as and in some cases better than the third level children in the areas of listening, naming, observing, speaking and classification. This is probably due to the first and second level children using performance objectives in pre-kindergarten, kindergarten, first and second level and the third level children using performance objectives in only the latter part of the second level.

What is not included in Tables IV, V and VI are the mean gaps (performance objectives below the highest listed number for pupil that were not successfully completed in each performance area). When the pupils first entered first level they had a mean gap of.8 in math, 1.3 in naming and 1.0 in perceptual motor skills. At the end of the first level (and you can see in Table I how much they had accomplished) they had a mean gap of .8 in listening, 2.3 in naming, 1.9 in speaking, 2.1 in perceptual motor skills, 2.9 in math and .4 in decoding. When the pupils first entered second level the pre-test indicated they had a mean gap of 1.2 in naming, .5 in observing, .4 in speaking, .7 in perceptual motor skills and .7 in math. At the end of the second level they had a mean gap of .7 in naming,

3.4 in math and .6 in decoding. When the pupils first entered the third level they had a mean gap of .5 in listening, 1.1 in naming, .7 in speaking, 4.0 in math and 1.8 in decoding. At the end of the third level the pupils had a mean gap of .4 in naming, .4 in speaking, .6 in writing and motor skills, 6.0 in math and 7.0 in decoding.

More important than mean gains and/or mean gaps are the individual records of gain and gaps for each pupil. In Dale Avenue each child's individual record in all of the performance objective areas moves with him to his next class where his teacher can help him to close any gaps and move along from where he left off the previous year.

The Stanford Achievement Tests which are published by Harcourt, Brace and Jovanovich, Inc., are also scored by them. Individual scores as well as grade scores are provided by the above scoring service. The first and second levels at Dale Avenue School were at or above grade norm in reading and math (See Table VII). The third level (who had not come through the Performance Objectives from pre-kindergarten and kindergarten) were a year below grade level in reading and five months below grade level in math. (See Table VII). Since the test was given the first of May, 1.8 is grade level for grade 1. (This shows eight months into the first grade) 2.8 is grade level for grade 2 and 3.8 for grade 3.

The Child Behavior Rating Scale which was used with a random sampling of thirty first, second and third level children was given to ascertain whether the experimental Dale Avenue groups would be at the national norm in behavior as they were in performance and I.Q. As can be noted in Table VIII the first and second level children are very close to the national norm. The scores for the third level children are below their's.

C. Results of the Third Part of the Testing Program

Monitoring the Pre-Kindergarten and Kindergarten children through random sample testing on the Peabody Picture Vocabulary Test, Identity and Body Parts Checklist and Skill Assessment Tests.

The gain from entrance into the program in September 1971 to post-test in Kindergarten was highly significant on the Peabody Picture Vocabulary Test. (See Table X) The children are at the national norm in I.Q. at the end of Kindergarten. This has been true of every group in Dale Avenue that have used Performance Objectives from Pre-Kindergarten on, and all have entered well below the national norm in I.Q.

As a further monitoring device the same random sampling tested on the Peabody Picture Vocabulary Test in Pre-Kindergarten and Kindergarten in Dale Avenue School were tested on the Identity and Body Parts Checklist and the Skill Assessment Test, Parts I

in Pre-Kindergarten and Parts II in Kindergarten. The sampling made significant gains on all tests. (See Tables XI and XII)

IV. Discussion and Summary

The test data indicates that while the Dale Avenue experimental first, second and third level groups do not attain I.Q. scores as high as the advantaged controls, they do make significant gains from entrance into Pre-Kindergarten through Kindergarten and then maintain I.Q.'s that are at a national norm through first and second grade. The third level children although they made significant gains (not as significant as the 1st and 2nd level) in I.Q. from the time they entered the program through the end of third level had never reached the national norm of around 100. These third level children, although they had been in Dale Avenue School since Kindergarten and had attended a Pre-Kindergarten outside of Dale Avenue School, had not used the Dale Avenue Performance Objectives until the second half of the second grade. While these children were in Kindergarten the need to develop a special curriculum was determined and a proposal written. When these children were in first grade, the Dale Avenue Urban Early Childhood Education Project became a reality, but it involved only Pre-Kindergarten and Kindergarten that first year (1970-71). When these children were in second grade the project staff moved into first, second and third level, but performance objectives were not written or presented to the teachers until the latter part of the school year. Consequently, the children completing third level in June 1973 had performance objectives in the second half of second grade and in third grade. They did, however, receive all of the benefits of the specialists programs, school lunch, audiological, speech, psychological, social and nursing services as well as part time aides and smaller classes. The only way their background has differed from the first and second levels is in the structured Performance Objective Curriculum in Pre-Kindergarten, Kindergarten, First and Second Levels and some in-service training.

Although the differences in I.Q. between the first and second grade groups was more significant than the third, there were significant differences found between all Dale Avenue experimental groups (first, second and third) and the disadvantaged first, second and third grade groups with whom they were compared. Previous literature (Research Bulletins Volume I and II, number 4) had shown that children entering Dale Avenue School and other Title I schools for their first school experience (In Dale Avenue it is for a Pre-Kindergarten experience, in other Title I schools it is for a Kindergarten experience) have very depressed I.Q. scores well below the national norm and a developmental language age well below their chronological age. All groups made significant gains the first year, although the Dale Avenue Group did show larger gains. However, the second year of school (Kindergarten for Dale Avenue children and first grade for other Title I schools) the Dale Avenue children made additional gains that brought them to the national norm and the other Title I children simply leveled off and made little, if any, additional gains. The Dale Avenue

first and second level children maintained these gains and remained at the national norm in I.Q. The other disadvantaged groups remained well below the national norm in I.Q. through first, second and third level.

The mean scores for the first, second and third level children in Performance Objectives show gains in the skill areas of listening, naming, speaking, writing and motor skills, classification, math, decoding and seriation. By the end of second level all children were able to perform all the perceptual motor skills. Although there were very few mean gaps in the first and second level at Dale Avenue School, there were more in the third level. Although it had been hoped that the gaps in skills that the third level children had would be taught before other skills were taught this was a difficult area in which to train several teachers. They were more concerned with teaching third grade work than in filling in the Kindergarten, first and second level gaps that many of the children had. The results of the Stanford Achievement Tests showed the first and second level children were performing at grade level in reading and math (which is most unusual in urban areas) but the third level children were performing one year below grade level in reading and five months below grade level in math. It would have been far better for the third level children to have filled in learning gaps so that they would have had a firm foundation rather than to have moved far ahead of their developmental level. The results of the Stanford tests brought out another interesting phenomena. One second level teacher went all the way through the decoding skills with his pupils, but did not spend much time developing the listening, speaking, classification, observing, and seriation skills. His pupils did not score on third level, but just at grade level. Two other classes did not speed through all of the decoding skills, but did spend time on developing the listening, naming, speaking, observing, classifying and seriating skills. These groups did better on the Stanfords (above grade level) than the groups that had concentrated on decoding skills only.

The behavior rating charts that tested a random sampling of the first, second and third level children's behavior interestingly followed the same pattern as the I.Q. and performance. The first and second level children were just about at national norms and the third level children charted below this level.

The monitoring of the sampling of Pre-Kindergarten and Kindergarten children at Dale Avenue School reconfirmed that the same thing happens to our population year after year since performance objectives have been in the curriculum. The Pre-Kindergarten children made significant gains in I.Q. skill knowledge (Skill Assessment Test) and knowledge of themselves (Identity and Body Parts Test). They continued making gains in the Kindergarten which brought them to the national norm in I.Q., skill knowledge and knowledge of themselves.

I.Q. SCORES MEASURED BY THE PEABODY PICTURE VOCABULARY TEST

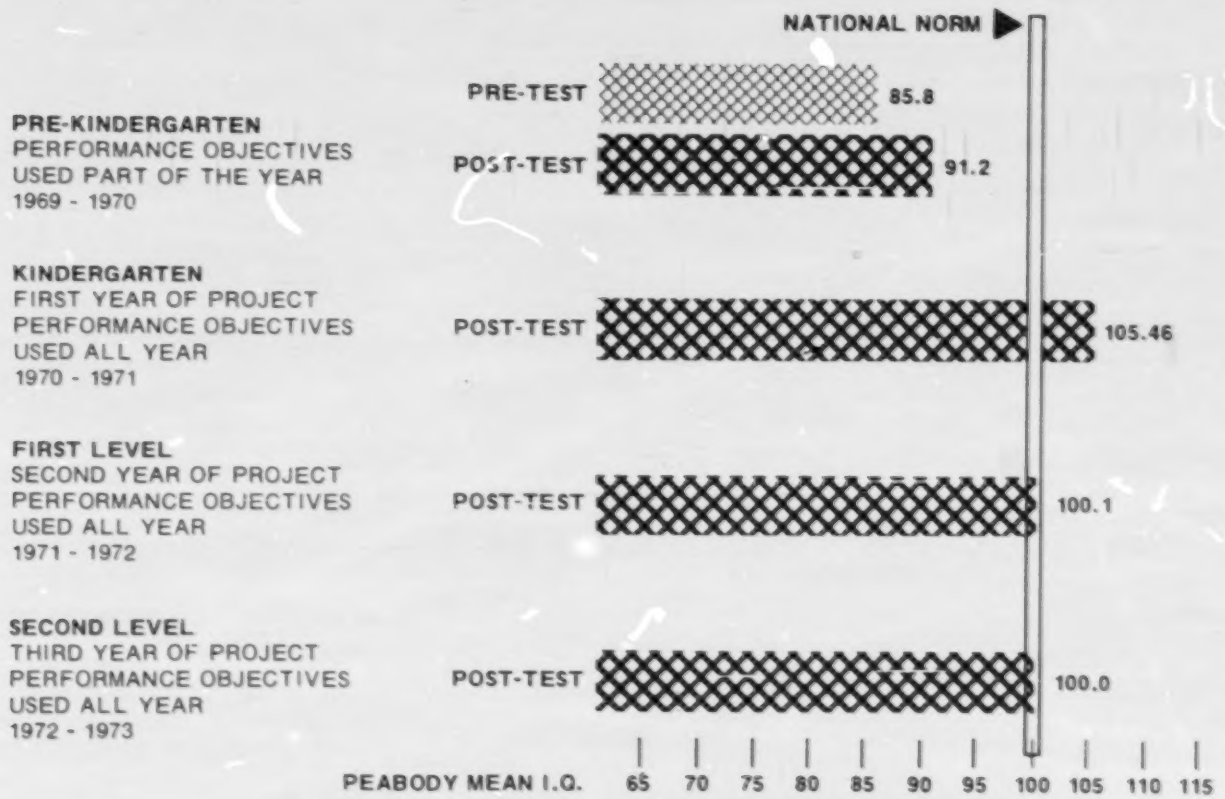
FOUR YEARS OF THE PERFORMANCE OBJECTIVE CURRICULUM

The children represented in this graph will complete the third grade at Dale Avenue School in June 1974. They entered Pre-Kindergarten in 1969, well below the national norm in mean I.Q. By the end of Kindergarten, 1971, they were at national norm. They maintained this position through the first and second grades, 1972 and 1973.

DALE AVENUE SCHOOL

Paterson, New Jersey

DALE AVENUE URBAN EARLY CHILDHOOD EDUCATION PROJECT



I.Q. SCORES MEASURED BY THE PEABODY PICTURE VOCABULARY TEST

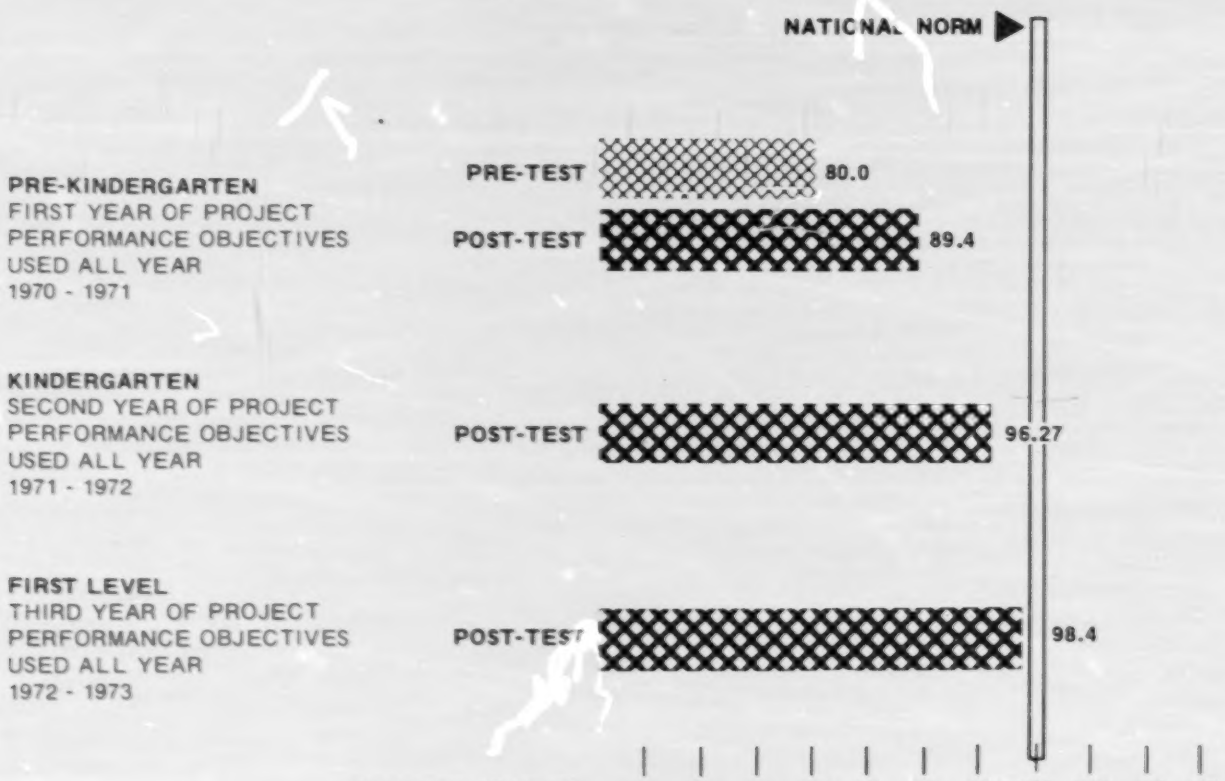
THREE YEARS OF THE PERFORMANCE OBJECTIVE CURRICULUM

The children represented in this graph will complete the third grade at Dale Avenue School in June 1975. They entered Pre-Kindergarten in 1970, well below the national norm in mean I.Q. By the end of Kindergarten, 1972, they were at the national norm. They maintained this gain through the end of the first grade, 1973.

DALE AVENUE SCHOOL

Paterson, New Jersey

DALE AVENUE URBAN EARLY CHILDHOOD EDUCATION PROJECT



APPENDIX A - TABLES

TABLE I

COMPARISON OF DALE AVENUE EXPERIMENTAL GROUPS AND DISADVANTAGED CONTROL GROUPS ON P.P.V.T.

GROUP	N	MEAN I.Q.	t-VALUE
Dale Ave. (level 1)	30	98.400	3.949
Disadvantaged (grade 1)	30	77.233	t .0005=3.646
Dale Ave. (level 2)	30	100.066	4.220
Disadvantaged (grade 2)	30	80.258	t .005=3.646
Dale Ave. (level 3)	30	92.733	2.134
Disadvantaged (grade 3)	30	85.300	t .025=2.042

TABLE II

COMPARISON OF DALE AVENUE EXPERIMENTAL GROUPS AND COMBINED ADVANTAGED CONTROL GROUPS ON P.P.V.T.

GROUP	N	MEAN I.Q.	t-VALUE
Dale Ave. (level 1)	30	98.4	3.382
Advantaged (grade 1)	30	112.5	t .005=2.750
Dale Ave. (level 2)	30	100.066	1.682
Advantaged (grade 2)	30	107.266	t .10 = 1.310
Dale Ave. (level 3)	30	92.733	6.861
Advantaged (grade 3)	30	113.035	t .0005=3.646

TABLE III

COMPARISON OF DALE AVENUE EXPERIMENTAL GROUPS AT BEGINNING AND END OF THE THREE YEAR PROJECT - P.P.V.T.

GROUP	N	d.f.	MEAN I.Q.	s.d.	t VALUE
Level 1 entrance score	30	55	*78.962	16.998	4.769
Level 1 post test score 1973	30		98.4	13.732	t.0005= 3.646
Level 2 entrance score	30	48	*84.900	13.710	3.376
Level 2 post test score 1973	30		100.066	16.658	t.005-2.845 t.0005=3.850
Level 3 entrance score	30	36	84.625	14.009	observed value 1.784
Level 3 post test score 1973	30		92.733	10.702	t.05= 1.697

* The entrance scores for first and second level pupils differ slightly but not significantly from those reported in the Research Bulletins because these scores represent a random sample of thirty pupils and the research reports on the entire class.

TABLE IV

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS

FIRST LEVEL

TABLE IV (con'd)

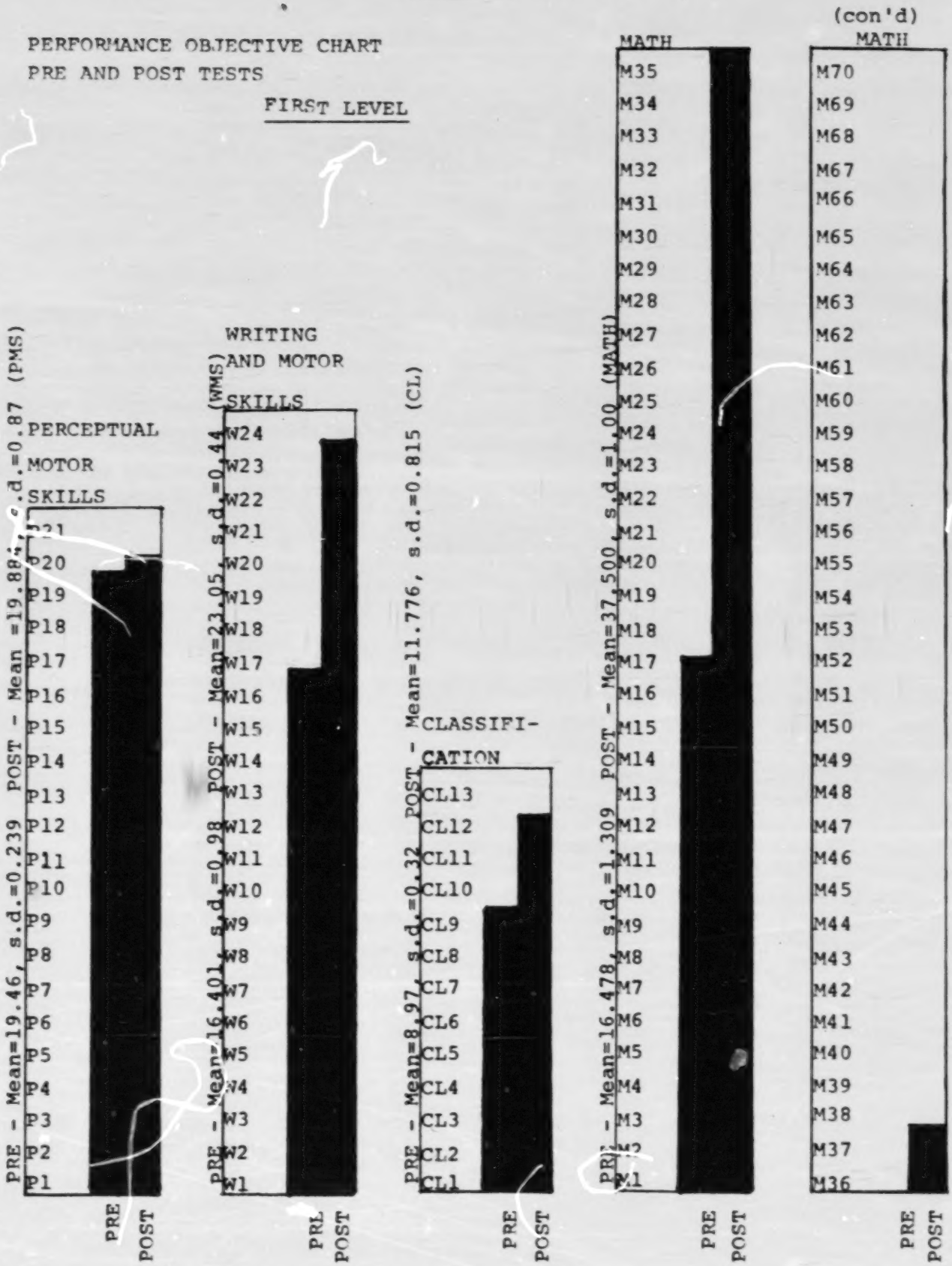

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
FIRST LEVEL
PERCEPTUAL MOTOR SKILLS
PRE - Mean=19.46, s.d.=0.239 POST - Mean =19.88, s.d.=0.87 (PMS)
WRITING AND MOTOR SKILLS
PRE - Mean=16.401, s.d.=0.98 POST - Mean=23.05, s.d.=0.44 (WMS)
CLASSIFICATION
PRE - Mean=8.97, s.d.=0.32 POST - Mean=11.776, s.d.=0.815 (CL)
MATH
PRE - Mean=16.478, s.d.=1.309 POST - Mean=37.500, s.d.=1.00 (MATH)
(con'd) MATH
PRE
POST

TABLE IV (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS

FIRST LEVEL

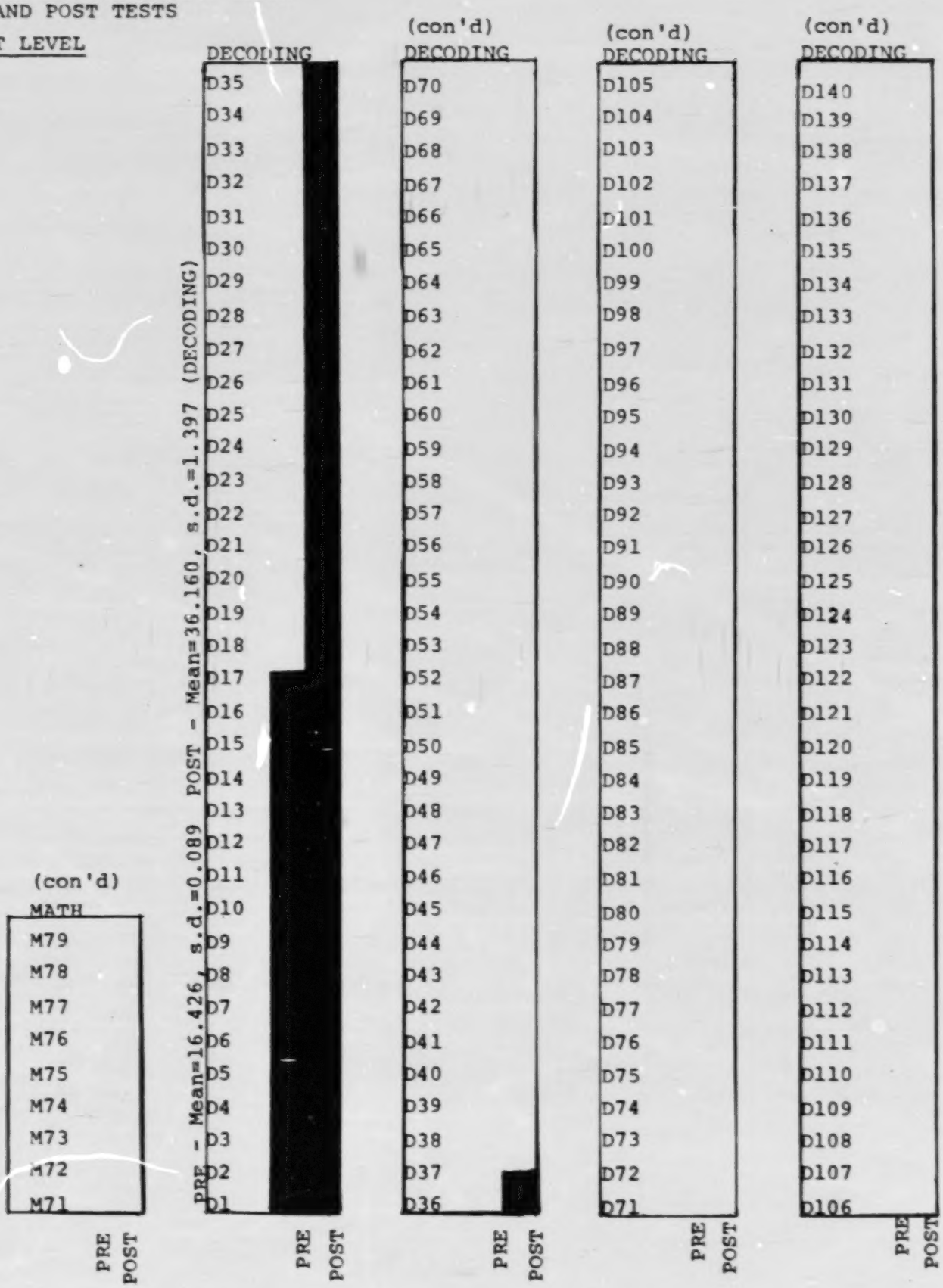


TABLE V (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
SECOND LEVEL

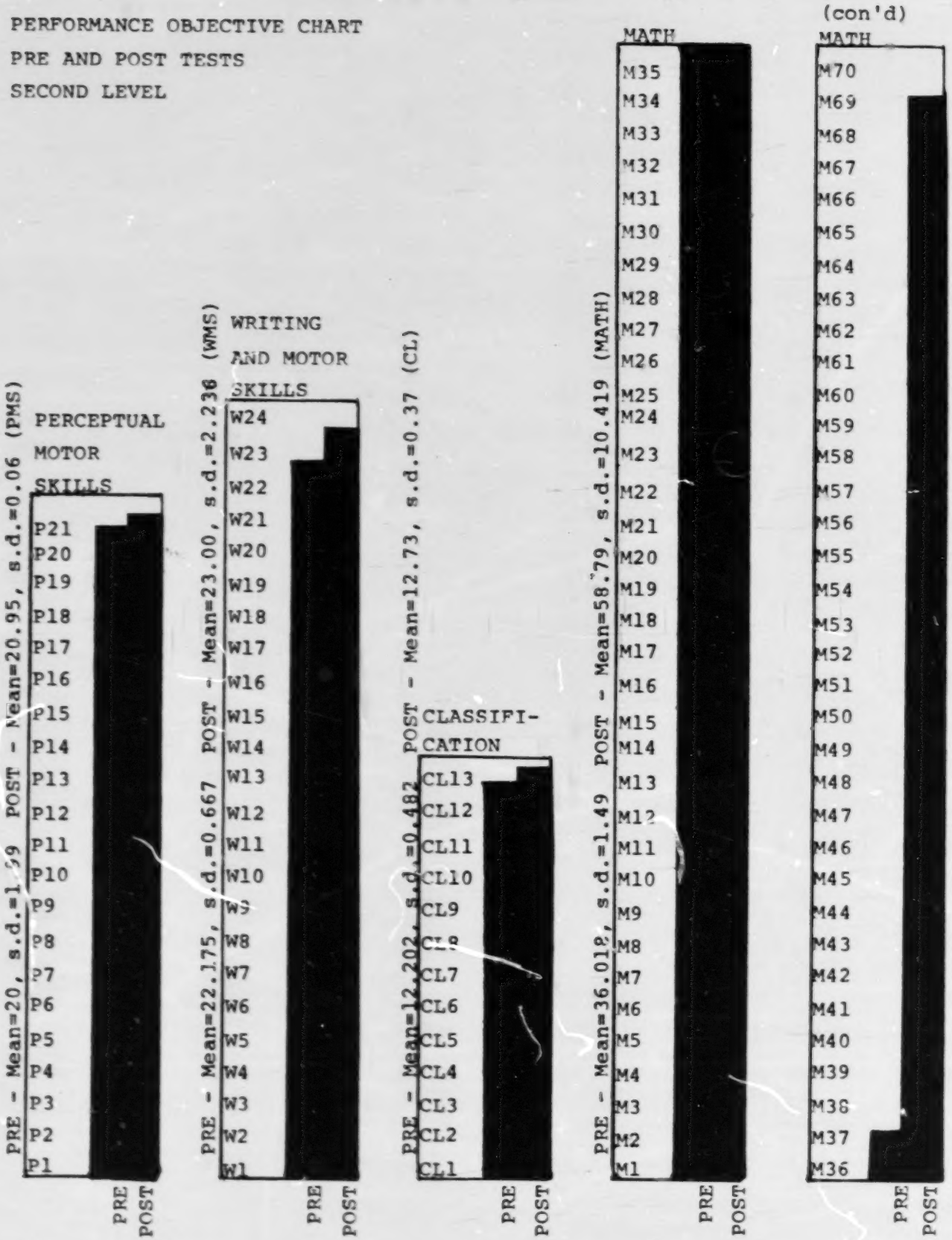

PERCEPTUAL MOTOR SKILLS
PRE - Mean=20, s.d.=1.69 POST - Mean=20.95, s.d.=0.06 (PMS)
P21 P20 P19 P18 P17 P16 P15 P14 P13 P12 P11 P10 P9 P8 P7 P6 P5 P4 P3 P2 P1
PRE POST
WRITING AND MOTOR SKILLS
PRE - Mean=22.175, s.d.=0.667 POST - Mean=23.00, s.d.=2.236 (WMS)
W24 W23 W22 W21 W20 W19 W18 W17 W16 W15 W14 W13 W12 W11 W10 W9 W8 W7 W6 W5 W4 W3 W2 W1
PRE POST
CLASSIFI-CATION
PRE - Mean=12.202, s.d.=0.482 POST - Mean=12.73, s.d.=0.37 (CL)
CL13 CL12 CL11 CL10 CL9 CL8 CL7 CL6 CL5 CL4 CL3 CL2 CL1
PRE POST
MATH
PRE - Mean=36.018, s.d.=1.49 POST - Mean=58.79, s.d.=10.419 (MATH)
M35 M34 M33 M32 M31 M30 M29 M28 M27 M26 M25 M24 M23 M22 M21 M20 M19 M18 M17 M16 M15 M14 M13 M12 M11 M10 M9 M8 M7 M6 M5 M4 M3 M2 M1
PRE POST
(con'd)
MATH
M70 M69 M68 M67 M66 M65 M64 M63 M62 M61 M60 M59 M58 M57 M56 M55 M54 M53 M52 M51 M50 M49 M48 M47 M46 M45 M44 M43 M42 M41 M40 M39 M38 M37 M36
PRE POST

TABLE V (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
SECOND LEVEL

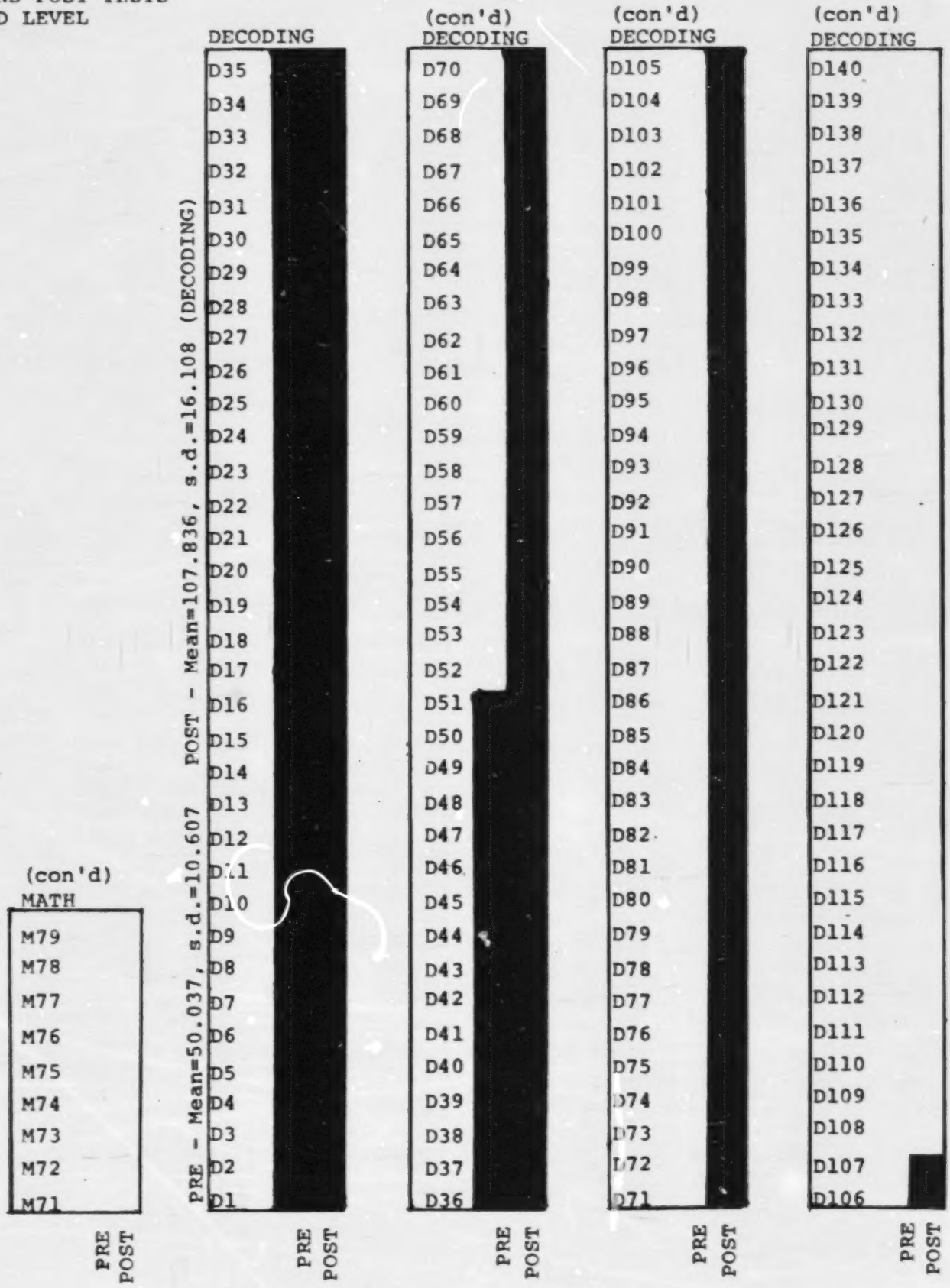


TABLE V (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
SECOND LEVEL

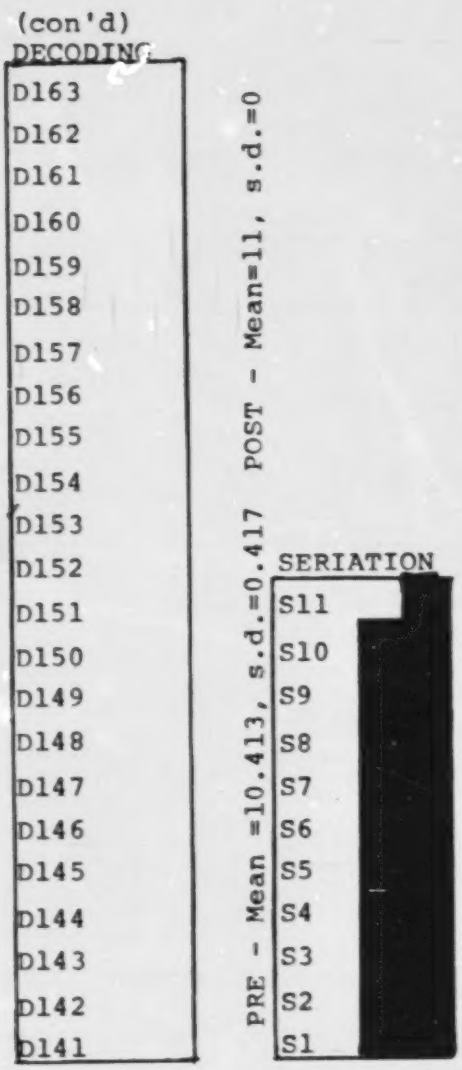


TABLE VI

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
THIRD LEVEL

TABLE VI (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
THIRD LEVEL

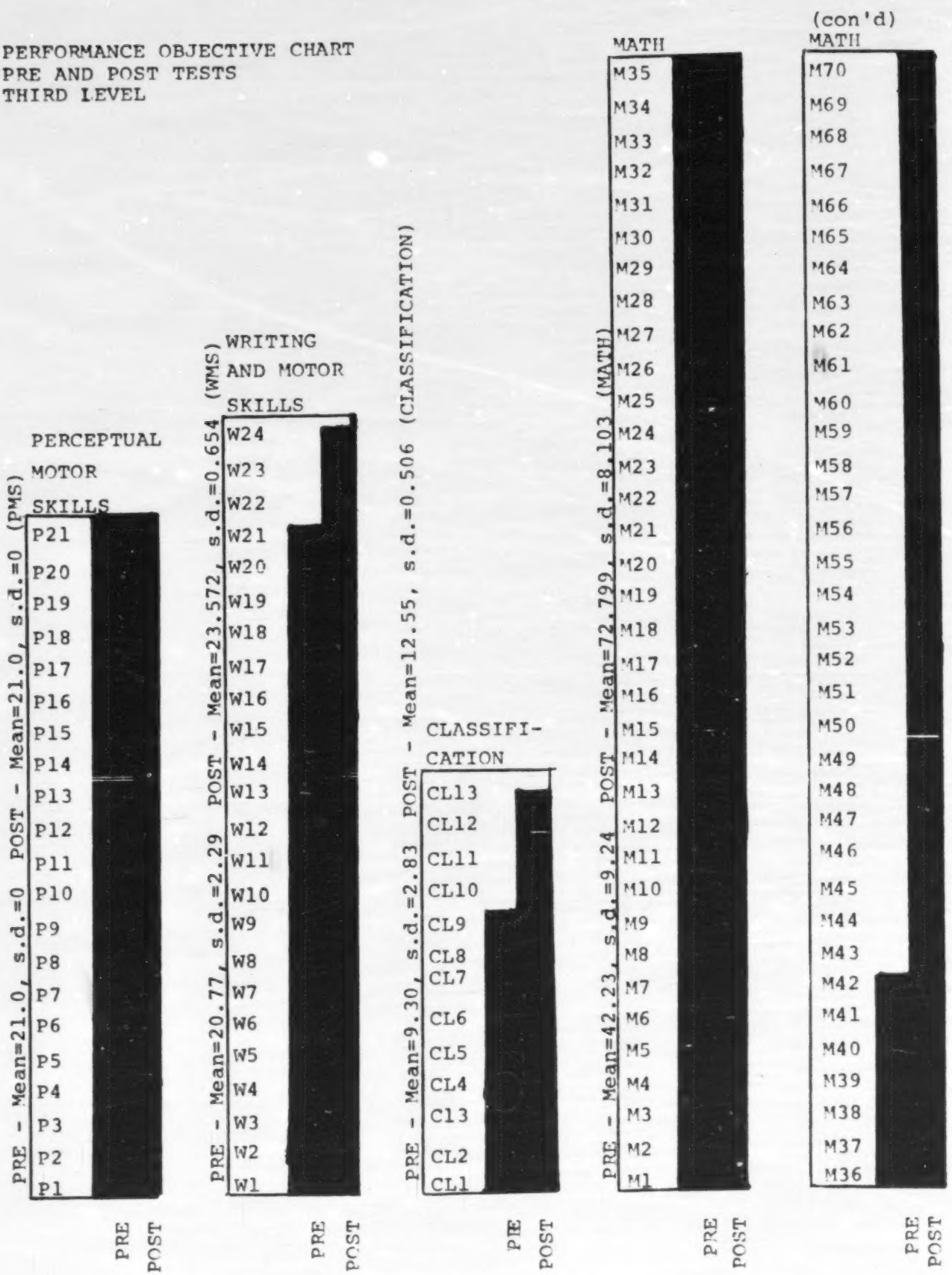


TABLE VI (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
THIRD LEVEL

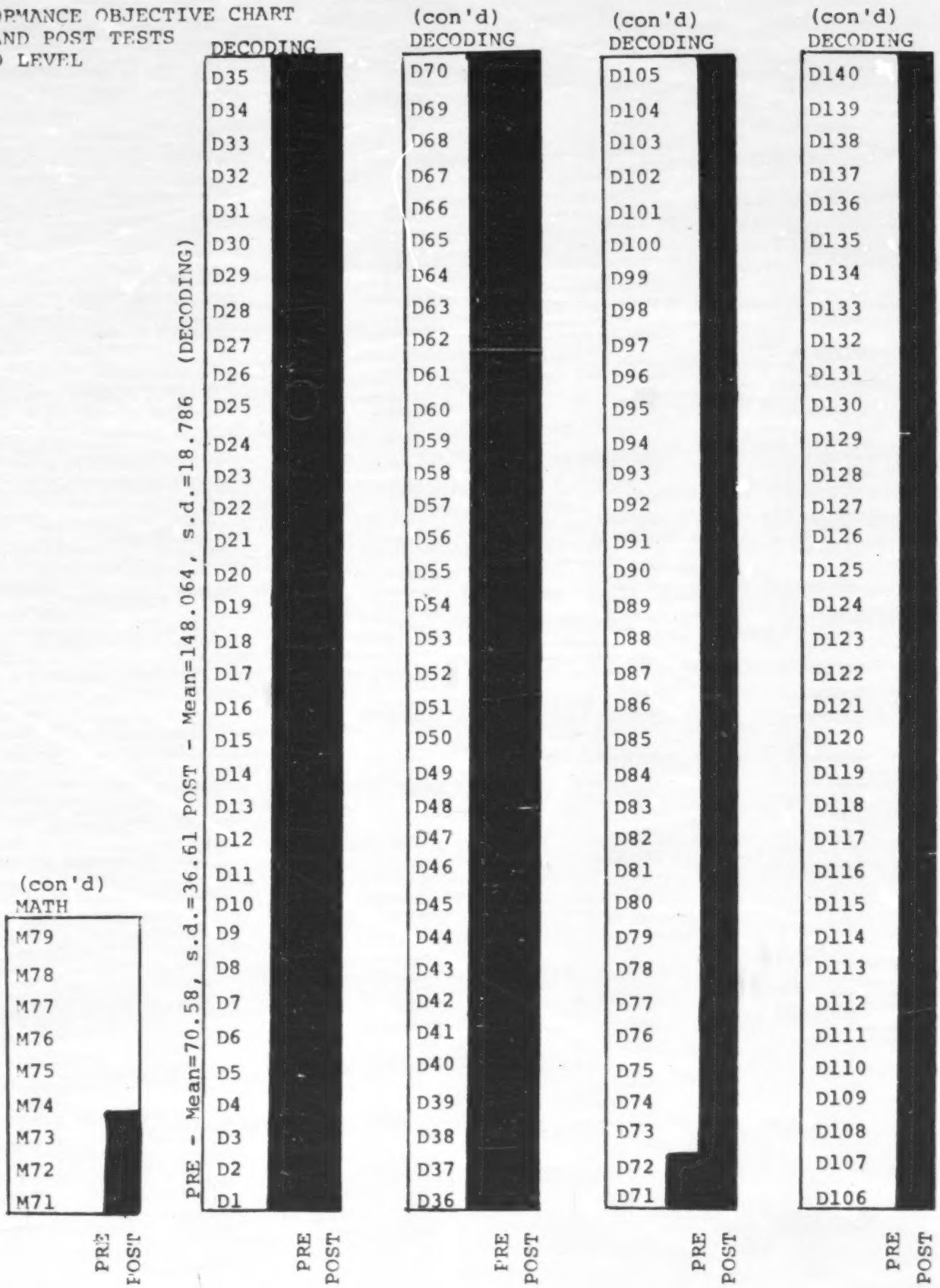


TABLE VI (con'd)

PERFORMANCE OBJECTIVE CHART
PRE AND POST TESTS
THIRD LEVEL

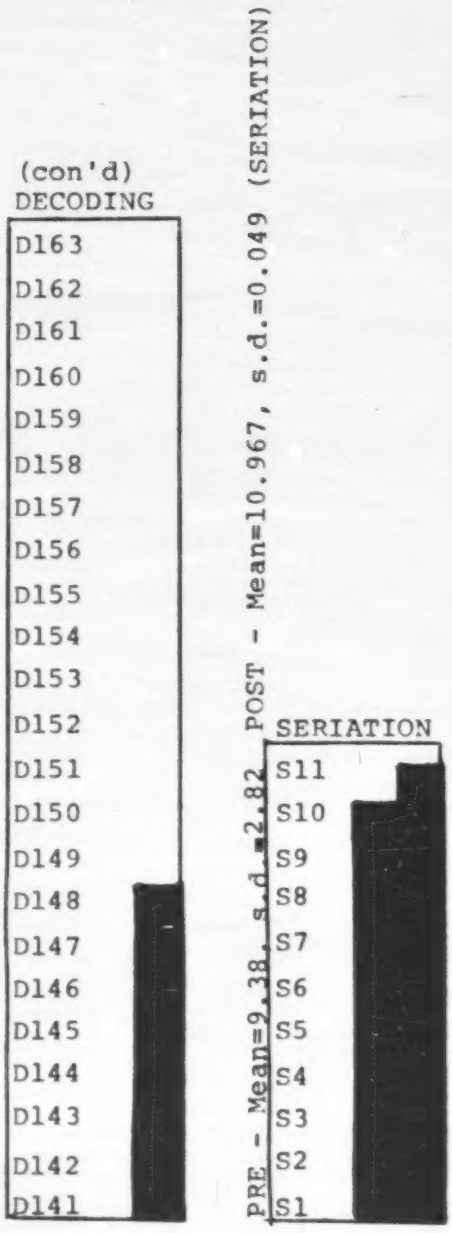


TABLE VII

CUMULATIVE PERCENTAGES - STANFORD ACHIEVEMENT TEST

PRIMARY 1, GRADE 1

	WORD MEANING	PARAGRAPH MEANING	VOCAB-ULARY	SPELL.	WORD STUDY SKILLS	ARITH.	TOTAL READING
MEAN	1.92	1.61	1.88	2.24	1.75	1.80	1.74

PRIMARY 2, GRADE 2

	WORD MEANING	PARAGRAPH MEANING	SCIENCE & SOC. STUDIES	SPELL.	WORD STUDY SKILLS	LANGUAGE
MEAN	2.97	2.78	3.44	3.47	3.02	3.36

	ARITHMETIC COMPUTATIONS	ARITH. CONCEPTS	TOTAL READING	TOTAL MATH.
MEAN	3.18	3.06	2.83	3.13

PRIMARY 2, GRADE 3

	WORD MEANING	PARAGRAPH MEANING	SCIENCE & SOC. STUDIES	SPELL.	WORD STUDY SKILLS	LANGUAGE
MEAN	2.86	2.93	2.96	3.40	3.48	3.09

	ARITHMETIC COMPUTATIONS	ARITH. CONCEPTS	TOTAL READING	TOTAL MATH.
MEAN	3.41	3.06	2.89	3.27

TABLE VIII

CHILD BEHAVIOR RATING SCALE

t score	TOTAL ADJUSTMENT PERSONALITY	FIRST LEVEL DALE AVENUE	SECOND LEVEL DALE AVENUE	THIRD LEVEL DALE AVENUE
80	552			
75	547			
70	542			
65	536			
55	513			
50	483			
45	452	441.4	454.9	
40	421			420.6
35	390			
30	360			
25	329			
20	267			

TABLE IX

COMPARISON OF ENTRANCE SCORE OF DALE AVENUE PRE-KINDERGARTEN SAMPLING AND THEIR SCORES AT POST-TEST TIME IN 1973 (PPVT)

GROUP	N	d.f.	MEAN I.Q.	s.d.	t. value
Pre-Kindergarten entrance score	30	30	77.269	19.521	3.391
Pre - K. Post-test score, 1973	30		97.366	24.126	t.0005=3.646 t.005=2.750

TABLE X

COMPARISON OF ENTRANCE SCORE OF DALE AVENUE KINDERGARTEN SAMPLING AND THEIR SCORES AT POST TEST TIME IN 1973 (PPVT)

GROUP	N	d.f.	MEAN I.Q.	s.d.	t. value
Kind. entrance score, September, 1971	30	30	82.44	14.891	6.307
Kind. post-test score, 1973	30		103.633	9.890	t.0005=3.646

TABLE XI

IDENTITY AND BODY PARTS CHECKLIST (PART I)

GROUP	N	MEAN SCORE	s.d.	t. value
Pre-Kind. pre-test	30	55	18.567	9.683
Pre-Kind. post-test	30	92.033	9.382	t.003=2.750 t.0005=3.646

IDENTITY AND BODY PARTS CHECKLIST (PART II)

GROUP	N	MEAN SCORE	s.d.	t. value
Kindergarten pre-test	30	85.033	10.633	3.248
Kindergarten post-test	30	92.400	6.419	t.005=2.750

TABLE XII

SKILL ASSESSMENT TEST (PART I)

GROUP	N	MEAN SCORE	s.d.	t. value
Pre-Kind. pre-test	30	39.879	25.489	7.947
Pre-Kind. post-test	30	82.416	14.243	t.005=2.750 t.0005=3.646

SKILL ASSESSMENT TEST (PART II)

GROUP	N	MEAN SCORE	s.d.	t. value
Kindergarten pre-test	30	73.089	14.1	3.451
Kindergarten post-test	30	83.261	7.733	t.005=2.750

APPENDIX B

NATIONAL ADVISORY COUNCIL LETTER AND AWARD

National Advisory Council on Supplementary Centers and Services

2100 Pennsylvania Avenue, N.W./Suite 818/Washington, D.C. 20037/202-676-7255

June 22, 1973

Mrs. Dorothy S. Robinson
Chairman
1351 Bay Road
Amherst, Massachusetts 01002

Mr. Arthur Ballantine
Vice Chairman
Editor, Durango Herald
Durango, Colorado 81301

Mrs. Janet S. Borgen
Box 237
Ketchikan, Alaska 99901

Miss Kay Curley-Chief
720 Classen Boulevard
Norman, Oklahoma 73069

Mr. Walter G. Davis
Director of Education, AFL-CIO
815 Sixteenth Street, N.W.
Washington, D.C. 20006

Dr. Inez C. Eddings
832 Kipling Drive
Columbia, South Carolina 29205

Dr. Howard Jordan, Jr.
Vice Chancellor for Services
University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Mr. Myron B. Kuropas
Deputy Regional Director
Region V, ACTION
1 North Wacker Drive
Chicago, Illinois 60606

Dr. John P. Lomenzo
Secretary of State
State of New York
270 Broadway
New York, New York 10007

Mr. Arnold L. Norskov
Box 187
Albion, Nebraska 68620

Mr. Dallas H. Smith, Consultant
Career and Personal Counseling Service
Presbyterian Church, U.S.
"White Plains"
New Kent, Virginia 23124

Dr. Marechal-Neil E. Young
Associate Superintendent for
Special Education
1801 Market Street
Philadelphia, Pennsylvania 19103

Mr. Gerald J. Kluempke
Executive Secretary
National Advisory Council
Suite 818
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Ms. Helen B. Hanson
Dale Avenue School
21 Dale Avenue
Paterson, New Jersey 07505

Dear Ms. Hanson:

On behalf of the members of the National Advisory Council on Supplementary Centers and Services I am pleased to present an "Educational Pacesetter Award" to your ESEA Title III project, "Dale Avenue Urban Early Childhood Education Project."

This award is being made to your project in recognition of its selection by the United States Office of Education as one of 107 Title III projects identified and validated as a result of the recent "Identification/Validation/Dissemination (IVD)" effort. The IVD program was designed to determine those Title III projects which show evidence of success in areas relating to innovativeness, pupil achievement, cost-effectiveness, and program administration.

It is a special tribute to your project to have been selected from among the more than 2000 Title III projects in this country and to be considered worthy of replication and adoption by other school systems.

We appreciate the efforts being made by you, your staff, and your community in improving American education and wish you continued success.

Sincerely,

Arthur Ballantine

Arthur Ballantine
Chairman

AB/gm

cc: Mr. Stephen O'Donnell, Chairman, ESEA Title III State Advisory Council
Dr. Evelyn Ogden, ESEA Title III State Coordinator
Mr. Michael P. Gioia, Superintendent of Schools
Ms. Vera P. Thompson, Director, Funded Programs

Educational Pacesetter Award

Presented to

Dale Avenue Urban Early Childhood Education Project

in recognition for contributions to experimentation, creativity, and innovation in education by the members of the President's National Advisory Council on Supplementary Centers and Services on the 20th day of June, 1973.

Arthur Ballantine
Chairman

Gerald Klumpke
Executive Secretary

50.

TITLE III COMMUNITY ADVISORY COMMITTEE

Dr. Norman S. Weir	Acting Superintendent of Schools
Leonard R. Jacoby	President, Board of Education
Rev. Louis Richardson	Vice President, Board of Education
Joseph W. Goldberg	Assistant Superintendent of Schools
Charles J. Riley	Secretary/Business Administrator
Rev. John Carroll	Superintendent of Paterson Diocesan Schools
Robert McClain	Director, Planned Variations
George Tuttle	Assistant Director, Planned Variations
Willie Sweet	Advisory Committee, Planned Variations
James Adams	Consultant, Planned Variations
Julius Gamble	Executive Director, Paterson Task Force
Rev. William Mason	President, Paterson Task Force
Mrs. Cecile Dickey	Acting Director, Head Start
Gilbert Benson	Project Administrator, Council of Agency for Family Planning
Sam Del Mauro	President, Paterson Administrator's Association

TITLE III COMMUNITY ADVISORY COMMITTEE (con'd)

Elvin Hubbard	Paterson Education Association
Mrs. Roberta Cohen	President, Kindergarten Association
Mrs. Mildred Tramble	President, National Council of Negro Women
Mrs. Evelyn Muller	President, Paterson Council of P.T.A.'s
Mrs. Josephine Chambers	Trustee, Paterson Council of P.T.A.'s
Dean Harry T. Gumaer	Dean of Professional Programs, William Paterson College
Dr. Edward Ward	Chairman, Department of Education, William Paterson College
Prof. Alice Meeker	William Paterson College
Mrs. Marie O'Mara	Psychologist, DAECEC*
Mrs. Vera P. Thompson	Director of Funded Programs
Joseph Heitzman	Assistant Director of Funded Programs
Reginald Brown	Social Worker - Coordinator, DAECEC*
Joseph Di Gangi	Principal - DAECEC*
Mrs. Harriet Gibbs Russell.	Director, Pre-Kindergarten, DAECEC*
Mrs. Helen Hanson	Project Director, Title III DAECEC*
Mrs. Rita Gavzy	Research Director, Title III, DAECEC*

* Dale Avenue Early Childhood Education Center